South Tech Academy

2017-18 School Improvement Plan

South Tech Academy

1300 SW 30TH AVE, Boynton Beach, FL 33426

www.southtechacademy.com

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	Yes	83%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

N/A

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for South Tech Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - [Gayle Sitter](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

SouthTech Academy's core mission is to graduate students prepared for work, higher education, and productive citizenship.

b. Provide the school's vision statement

SouthTech Academy has a legacy of service and a history of success. As an Area Vocational/ Technical Center a reputation was established. The local economy was strengthened as adults and high school students cycled through programs and entered the workforce. Local politics diverted those programs away from SouthTech in 1998, and the school began a three-year transformation into a Career Academy Center that provided academics and career training for high school students during the day and career enhancement training for adults after the high school day ended. During FY03 the District decided to close SouthTech at the end of FY04.

In late FY03, the School Advisory Council, Principal, Staff, Students, and Parents decided that the school's value to students and the community at large more than justified whatever investment was needed for redemption. Florida Statutes provide a process for converting a District school to a charter school. The process required several months of time and a great deal of work, but allows a conversion charter school to operate under a local governing board under the control of State statutes, but free of District policy. A Founding Board of dedicated individuals was formed, community and business support was recruited, and South Technical Community High School was effectively converted to SouthTech Charter High School on July 1st 2004. SouthTech Academy became our new name effective July 1, 2005.

As a charter school, SouthTech is unique in several ways. The Career Academy concept has been retained and will be expanded into additional high wage/high demand areas in the future. Continual emphasis will be placed on increasing academic excellence while providing state-of-the-art career education. Adult programs have also been retained and will be expanded into additional community services, distance learning, and other creative methodology directed toward enhancing services while supporting the workforce and, in turn, the economy.

SouthTech is postured to become a national model. A part of this posturing may be attributed to the unique nature of programs, but the level of dedication that exists among members of the Board and staff, the level of support from parents, students, and the community, and the huge demand for SouthTech's product assures the organization that significance as a national model is both realistic and attainable. The goal of SouthTech Academy is to convert the possibility of national educational significance into reality. The key to achievement of the goal is excellence. The vision focuses on production of educational excellence that justifies and deserves national acclaim. Leadership seeks to enable the existing dedication and high levels of available support to attain optimum results. At the high school level, optimum results develop students prepared for work, higher education, and productive citizenship.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

SouthTech Academy has established a Single School Culture and appreciation for multicultural diversity. This has been accomplished by SouthTech's implementation of School-wide Positive Behavior Support. SouthTech addresses the three parts of Single School Culture--Academics, Behavior, and Climate by training school staff and faculty prior to the first day of school. Students were addressed during Expectation Assemblies so that stakeholders would begin the year approaching school with responsibility, respect, and a readiness to learn.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Effective Instruction led practices in providing students with opportunities that will support academic success. Students engage in the following:

• Collaborating in a student-centered, personalized environment--taking ownership of learning through voice and choice in order to demonstrate mastery. Students take ownership of a culture of learning in a strategy-rich environment, which uses space and technology to maximize potential.

• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key, as students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.
SouthTech provides professional development with a focus on learning strategies, social skills, and self-management skills, and its relationship to creating a positive, caring and supportive school community. SouthTech implements a differentiated system of school counseling with dedicated time for the core social-emotional curriculum, along with intensive supports which utilize school-based and community resources.

The School Counseling Department enhances a college and/or career-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning,

enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).

As stated in SouthTech's 2016-2017 Best Practices for Inclusive Education (BPIE), one of our school's priority indicators is that administrators will ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.

School-wide training for instructional staff to collaborate with ESE teachers has been established. This allows further implementation of practices that reflect the application of SouthTech's SwPBS Universal Guidelines. Students arrive at school respectfully, responsible, and with a readiness to learn.

Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel are involved in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels has been addressed before the students' first day of school.

Methods and formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported are continually posted and monitored.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and behavior matrix are taught twice a year to ensure students are aware of school expectations.

Teachers are trained in classroom management strategies. SwPBS team reviews classroom data to ensure students are engaged while in class.

Administration ensures that differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
References to Universal Guidelines and behavioral expectations are consistently made when providing students with positive feedback.

A positive school-wide recognition system is in place which utilizes School-Wide Positive Behavior Support. SouthTech students are expected to be respectful, responsible and ready to learn as infused in our Single School Culture.

Through the Guidance Department, there exists a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School-Based Team meets monthly to discuss students with barriers to academic and social success, and mentors are assigned to students with identified issues.

Check-in/Check-out, Check and Connect are utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Instruction and various campus activities address social/emotional needs of students, and students are connected to cooperating agencies.

A comprehensive school counseling program has been developed and implemented with dedicated time to:
(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
(2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
(3) Evaluate your intervention and evolve (Evaluation).

Engage with identified staff (i.e. School Counselors, ESE staff, as well as the school-based team provide a differentiated delivery of services based on student/school need).

This includes core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). SouthTech utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Utilize data systems to identify students who have attendance, behavioral or academic concerns. Create data decision rules for number of absences or OSS before referral generated to SBT.

Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success--including attendance, course failure, and college-career planning gaps.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	28	26	47	43	144
One or more suspensions	0	0	0	0	0	0	0	0	0	7	10	8	11	36
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	114	104	94	48	360
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	68	98	90	32	288
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	70	68	69	30	237

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

SouthTech will take a proactive approach to promote the importance of regular and consistent attendance at school by promoting National Attendance Awareness Month during the month of September and encouraging students to participate in school-wide initiatives. Incentives will be used on a quarterly basis to recognize positive efforts/trends and improvements made by students.

SouthTech implements the School-wide Positive Behavior Supports (SwPBS) program which encourages students to be respectful, responsible and ready to learn. SwPBS uses levels of discipline and empowers teachers to proactively handle minor incidents in their classrooms. Teachers are supported by Deans, Administration and the SwPBS/SBT in handling of major offenses. SouthTech holds two student assemblies per school year to inform students of school-wide behavior expectations and to reiterate the student code of conduct. Students receiving ISS will be counseled and will complete a reflective assignment. Students receiving OSS will receive administrative coaching and mentoring in hopes of creating a positive learning experience. All SouthTech students receiving ISS/OSS will be provided the opportunity to make-up any missed assignments in order to ensure that the education disruption is minimized.

Intervention groups have been put in place for students who are struggling academically. The focus of these intervention groups will be to motivate and provide specific strategies for students. The School Counseling Department is charged with the implementation and monitoring of the intervention groups success.

Americorps teachers will be utilized to provide tutoring before, during and after the school day for students scoring in the lowest 25% on their state wide assessments. SouthTech offers ESE, as well as math pull-out and push-in tutorials which are facilitated by an ESE and/or Math certified teacher for students who are struggling academically.

As stated in SouthTech's 2016-2017 Best Practices for Inclusive Education (BPIE), SouthTech uses a team decision-making process to ensure SWD's transition to and maintain placement in the least restrictive environment.

Effective multi-disciplinary teams are in place to problem solve and create action plans utilizing the following:
*Shmoop, NewsELA,No Red Ink, Khan Academy, Math Nation, and After-School Tutorials

*Planned Discussions, Goal Setting for identified student

*Notification procedures for parents, agency and community outreach

*A comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources

*Evidence-based interventions to close student need gaps related to earning warning system-- including targeted solution focused counseling (individual and/or group), parent collaboration/ education

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 436709.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As stated in SouthTech's 2016-2017 Best Practices for Inclusive Education (BPIE), SouthTech is emphasizing community involvement, along with collaboration among ESE support instructors, academic instructors, academy instructors, administration and families.

SouthTech will continue to increase parent involvement in school activities and decision making during the 2017-2018 School Year. Thus far in FY18, a new student orientation was held on August 8, 2017 followed by Parent Night. Also on the schedule is the Title I Annual Meeting for parents. Parents and community members who attend SISC (School Improvement Steering Committee) meetings and Board meetings provide input on the school wide program. Additionally, SouthTech's Academies maintain Advisory Boards that are comprised of students, parents, and community members who offer guidance and direction for the academies. Information is regularly dispersed through e-mail distribution lists, ParentLinks, flyers, Edline, and southtechschools.org.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Julien, Nicole	Instructional Coach
Kozak, Steve	Other
Sonara, Jacqueline	Instructional Coach
Boggess, Jay	Principal
Turenne, Eileen	Assistant Principal
Yearwood, Mary	Teacher, ESE
Salas, Roman	Dean
Breault, Neil	Other
Kurtz, Erin	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Jay Boggess (Principal) oversees MTSS and SIP implementation. Roman Salas (Dean of Students) develops monthly meeting agendas and tracks student disciplinary referrals, and is implementing Phase 3 of the School Wide Positive Behavior Support (SwPBS) Program. Roman Salas and Mary Yearwood are responsible for coordinating and communicating information regarding the Response to Intervention/School-Based Team. Mary Yearwood (ESE Coordinator) is responsible for tracking support for ESE students. Eileen Turenne (Assistant Principal) coordinates the SIP and communicates goals to instructional staff. Erin Kurtz (Assistant Principal) refers students for support, as needs are determined within the School Counseling Department. Jacqui Sonara and Nicole Julien serve as Instructional Leaders--spearheading on-campus tutorial efforts as well as instructional initiatives.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our data-based problem solving process identifies students requiring academic, behavioral, social, or emotional interventions. As a team, we provide interventions that match the student's needs, monitor the progress, and make decisions about change. Depending on the success of the interventions, the team leader maintains a file for all referrals. Teachers offer support by differentiating instruction and guiding students to seek out tutoring.

The School-based Team (SBT) can help SouthTech students meet or exceed their academic and academy standards by giving students intervention.

Using Title I funds, SouthTech has hired two Academic Coaches--a Reading Coach and Math Coach. The academic coaching staff trains instructors on new curriculum requirements and software that will be necessary for instruction. Tutoring in ELA, Math, and Science will be provided using Title I funds by SouthTech Teachers after school. In addition, Americorps Teachers will provide tutoring for students before school, during lunch and after school. Also, transportation will be accessible for students who participate in extended day learning opportunities.

As family involvement is key in student achievement, over 10% of Title I funds are designated to keep

parents informed. Open houses, parent workshops, meetings, the school newsletter, and SouthTech's website are some of the ways that parents are informed of activities and events.

SouthTech students qualifying for migrant support attend college visits sponsored by the Department of Migrant Education.

For FY 18, SouthTech Academy has 6 migratory students, and the school will coordinate with Celia Elrod at the District for services and support.

Credit recovery opportunities are available for students currently enrolled at SouthTech, who need to recover credits in failed classes or improve a D grade.

Title III assists with helping eligible limited English proficient and immigrant students obtain English proficiency and meet the same standards required for all students. Also, a certified ELL teacher works with struggling, at-risk ELL students to provide additional tutoring via small group pull-outs during the school day.

In accordance with the McKinney-Vento Homeless Education Program, SouthTech provides immediate public school enrollment for students--provided it is in the best interest of the student, is requested, and is feasible.

For FY 18, SouthTech Academy has no identified homeless students. In the event that a student becomes homeless, the school counselor will coordinate with outside agencies to provide additional services and support.

SouthTech has implemented all measures mandated by the "Jeffrey Johnston Stand Up for All Students Act" S1006.147, Florida Statutes, in conjunction with Board policy 5.002 entitled "Prohibition of Bullying and Harassment." These measures included a policy overview and film presentation to all staff members, distribution and placement of posters throughout the school, establishment of a school contact telephone number along with a Bullying Harassment Anonymous Report form and drop box. Staff members have been identified and assigned to monitor both the phone and drop box for anonymous reports. Communication of the new definitions in Section 4- Expected Behaviors on School Property or At School Related Functions stated in Section 5 of Policy 5.002 are included in the Student/Parent Handbook as well as the SouthTech Employee Handbook. Students were given a planner which contains a copy of the Student/Parent Handbook. The Employee Handbook was reviewed during the Pre-school planning week with all SouthTech Employees. A copy of the handbook is located on SouthTech's public drive; it is also posted on southtechschools.org.

SouthTech utilizes the School District's food service program, meeting all nutrition program guidelines.

In adult education, SouthTech offers evening classes in a range of job-related skills. These classes are advertised three times per year in a pull out section of the Palm Beach Post, and in a fourth separate mailing via the Pennysaver. Our English Language Learner (ELL) and GED programs are held four times a week and provide educational services with child care.

Career and technical education is an integral part of SouthTech. In our career academy high school, every student who attends is enrolled in one of thirteen career academies. Students must satisfactorily complete their elective requirements for graduation, exclusively within their academies, and they may also earn occupation completion points and industry certification related to their academy field of study.

As part of job training, some career academies in the trades and industry formats have 11th and 12th

grade students who can participate in paid on the job training during part of their school day. This training must correspond to the student's career academy curriculum.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Donna Baize	Business/Community
Suzanne Nicolini	Business/Community
Tommy Terry	Teacher
Julie Williams	Education Support Employee
Glorimar Carchi	Parent
Russell Feldman	Business/Community
Beth Jones	Parent
George Campbell	Parent
Ernest Rojas	Parent
Craig Clemons	Parent
Jay Boggess	Principal
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the August 10th meeting, the SISC was informed that 2016-2017 goals were not fully achieved; as we improved math scores, but remained static in ELA. .When asked for suggestions for 2017-2018 Goals, the SISC felt strongly that we need to continue to focus on academic goals

b. Development of this school improvement plan

SouthTech's SISC represents the larger school community, who share responsibility of evaluating last year's School Improvement Plan and developing the current plan. As a Charter School, preparation of the school's annual budget and plan coincides with the development and implementation of this School Improvement Plan. The SISC unanimously supported the SIP goal of delivering effective and relevant instruction to meet the needs of all students, then we will increase student achievement.

c. Preparation of the school's annual budget and plan

Title I funds allocated for this school year is $349,473.00 and will be used for the purpose of enhancing school performance through development and implementation of a school improvement plan.

Monies are expended only on programs or projects selected by the Governing Board of SouthTech Academy.
Neither School District staff nor principals may override the recommendations of the Governing Board.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, the Governing Board may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no SAC/SISC-related funds allocated for the 2017-2018 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Yearwood, Mary	Teacher, ESE
Boggess, Jay	Administrative Support
Spindler, Kiersten	Teacher, K-12
Sonara, Jacqueline	
Turenne, Eileen	
Mendenhall, Nicole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) Professional Learning Community (PLC) will support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academic subject areas, raise schoolwide reading proficiency through alignment to Florida Standards in all content areas, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building, incorporate the schoolwide writing plan in all content areas and rewrite the Lesson Plan template in accordance with FCPCS Evaluation System, Florida Standards, SPS Standards, practicality/ease of use and individual differentiation and ESE modifications.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC's). The Professional Development schedule has been designed to provide consistent time for teachers to meet by common interest. Research-based protocols are utilized to focus

the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Attend District job fairs, post vacancies on website and in local newspapers. Salaries are competitive with School District's salary scale. For retention, monetary stipends are offered for completing the Reading Endorsement components, and are also given for some additional activities, such as clubs and tutoring.
The Principal and the Personnel Manager are responsible for teacher recruitment and retention.
The school will continue to hire certified and HQ teachers in compliance with the ESEA law.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

SouthTech implements the Beginning Teacher Assistance Program (BTAP) for beginning teachers, who are paired with Clinical Educators (CE's). CE's are trained and as mentor teachers, who are paired with beginning teachers according to area of certification. BTAP teachers are observed by CE's and given feedback through a series of formative observations.

SouthTech is in its fourth year of implementing BTAP, which further utilizes experienced teachers and an administrator who meet monthly to provide support for both those who are new to teaching as well as those who are new to SouthTech.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During the 2016-2017 school year, SouthTech was in its 3rd year of implementation of the CORE Six professional development series--aimed at aligning instruction to Florida Standards. The six strategies that will continue to be implemented in 2017-2018 both within and beyond the Literacy Leadership Team (LLT) Professional Learning Community (PLC) are as follows:

1. Reading for Meaning
Student evidence to be submitted: Pre-reading statements written by teacher, notes on evidence in text, small and large group discussion using evidence to support opinions, writing samples based on text evidence, tools of writing scaffolding, i.e., 3x3s or Sentence Frameworks
How to complete the implementation: Students will complete critical thinking tasks before, during and after reading using text evidence
Rubric/scale to be used for grading implementation: Does it address a specific standard/skill? Does the text deserve special emphasis and analysis in line with the chosen standard/skill? Is it clear which ideas, details or process students need to master? Does the activity engage students with an attention-grabbing question or statement?

2. Compare and Contrast
Student evidence to be submitted: Descriptive charts, Top Hat Organizer, written application of concept
How to complete the implementation: Students will compare and contrast two concepts in the content

area in a culminating, higher order thinking task.
Rubric/scale to be used for grading implementation: Did the culminating task transfer learning in a meaningful way? Did they discover the most crucial differences and similarities and understand their implications on the wider concept?

3. Circle of Knowledge
Student evidence to be submitted: Notes/graphic organizer for information presented on topic, pyramid rankings, Student Report Cards, and/or argumentative essays, Student Discussion Report Card.
How to complete the implementation: Students will form arguments should be based on evidence and facts. Discussion techniques will include People Graph, Physical Barometer, Small Groups to Large Group discussion and/or Individual Reflection. Oral argument, written summaries of concluding thoughts, graphic organizer grouping concepts and/or polished writing will be the culminating task.
Rubric/scale to be used for grading implementation: Is the purpose of the discussion clear? Was the hook interesting to students and did it connect to the big idea? Were valid information sources used to seed discussion? Were a variety of discussion topics used to engage all students? Did students show what they learned through the discussion in a concrete way?

4. Inductive Learning
Student evidence to be submitted: Groups and Label word banks, Support/Refute Organizer
How to complete the implementation: Students will combine a Vocabulary's CODE activity such a word grouping with a discovering learning activity such as a prediction list
Rubric/scale to be used for grading implementation : Is it clear which standard is being addressed? Is the word list contained to 20 items or less? Was the strategy modeled and practiced in class before being assigned for independent work? Is there a closing activity that shows what the student learned from his hypothesis/prediction?

5. Write to Learn
Student evidence to be submitted: 4-2-1 Free Write, Learning Log, 3x3 Writing Frame, Peer edited essay or other provisional, readable or polished writing assignment
How to complete the implementation: Students will complete several provisional writing tasks, some readable writing, and at least one polished writing assignment per semester
Rubric/scale to be used for grading implementation: Does writing task have a specific purpose? Are expectations defined? Is the prompt clear and succinct? Did the teacher provide a sample and a rubric?

6. Vocabulary's CODE
Student evidence to be submitted: Word Wall, Paint Chips, Concept Maps, Labeled Word Banks, Three-Way Ties, Vocabulary Games, writing assignments
How to complete the implementation: Students will use at least one technique from each of the C-O-D-E examples over the course of the unit
Rubric/scale to be used for grading implementation: Are there 30 words or less on the essential word list? Are words prioritized from least to most important? Do students get to interact with each word in a variety of ways?

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers disaggregate incoming students' data to identify areas of strength and weaknesses. They proceed to target instruction and incorporate interventions to supplement instruction. Through this

process, teachers strategically target students' specific needs.

As stated in SouthTech's 2016-2017 Best Practices for Inclusive Education (BPIE), one of our school's priority indicators is that general and special education teachers use the Florida Standards as the foundation for instruction with all SWD's including those with significant cognitive disability. To that end, South Tech Academy ensures every teacher contributes to literacy improvement by doing the following:

Administering the FAIR test 3 times annually, using resulting data to drive instruction
Holding meetings on a regular basis to make decisions about instruction in the school; student data is analyzed and compared to expectations found in the Florida Standards
Utilizing a balanced approach that includes whole group, small group and one-on-one instruction based on student needs
Providing instruction based on student needs
Providing instruction aligned to grade level Florida Standards
Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction + pull-outs, push-ins, and after-school tutorials
Monitoring progress at the class and grade level during Learning Team Meetings
Creating units of study based on current data
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
Students self-selecting texts based on reading levels
Students receiving push-in/pull out services for ESE

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 320

Beginning in the 2013-2014 school year, the school day was extended by 32 minutes per day to give 8 additional minutes of daily instruction in four courses per school day.

Strategy Rationale

Extended time in class amplifies learning opportunities.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Turenne, Eileen, eileen.turenne@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

EDW comparisons between FY14, FY15, FY16, FY17 and FY18 will used to determine effectiveness.

Strategy: Extended School Day
Minutes added to school year: 5,400

After School tutorials are periodically made available to students three days per week for one hour per day by classroom teachers;

Before school tutorials are made available to students though-out the school year. Americorps Teachers are being utilized to provide before school, during school and after school tutorials.

Strategy Rationale

Targeted tutoring leads to increased achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Turenne, Eileen, eileen.turenne@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student's academic grades prior to tutoring are compared with post tutorial grades. A collaboration between instructor and tutor is the most effective way of tracking.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

SouthTech Academy High School partners with SouthTech Prep Middle School by bringing middle school students to the high school campus and spending time in career laboratory settings.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

South Tech Academy continuously promotes academic and career planning through large group counseling lessons. At least twice annually, all students receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. My Career Shines and My College Quickstart are two web based programs that are utilized to promote college and career planning. Students are asked to take ownership in their course

planning by applying what is learned in the large group and individual counseling lessons to their course selection each year. A college tour is shceduled for October 4-6, 2017, which will take 50 SouthTech upperclassmen to tour five college campuses.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

SouthTech Academy students participate in a career academy program in addition to their academics. Departments work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical applications in their career academy programs:

Auto Body Repair
Automotive Technology
Business Management
Commerical Arts
Cosmetology
Culinary Arts
Digital Film & Broadcast
Information Technology
Marine Technology
Medical Science
Motorcycle Technology
Music & Sound Production
Veterinary Assisting

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Strategies for improving post-secondary readiness include individual counseling sessions and large group counseling sessions with students regarding post-secondary planning. Additionally, SouthTech plans a "College and Career Week" in which post-secondary options are explored and advertised. Activities include visits from college representatives, career planning workshops, faculty college shirt day, and information about local schools and careers. A college fair is held annually for parents and students where representatives from colleges and military branches attend to meet and share information. SouthTech also offers courses aimed at preparing students for the SAT, ACT and multiple Industry Certification offerings, in addition to the aforementioned College Tour.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

The School Based Team (SBT) reviews and provides assistance to specific students as needed. After school college readiness workshops for students are held by the School Counseling Department--including a College Fair and Financial Aid Information Session.
College and Military Representatives are invited to share information with students and setup information tables during the school day and at Parent Nights.
School Counselors conduct classroom guidance and individual counseling sessions with students. Meetings are held with parents to explain the parental role in assisting students with being ready for college and other types of post secondary options.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness. 1a

🔍 G090580

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	51.0

Targeted Barriers to Achieving the Goal 3

- In recent years, students have historically had standardized tests in reading that do not involve writing.

- Student lack solid math foundation.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. Title I 2. Dedicated Staff 3. School-Wide Positive Behavior Support (SwPBS) 4. Engaged Families

Plan to Monitor Progress Toward G1. 8

FAIR Testing results

Person Responsible
Jacqueline Sonara

Schedule
Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion
Mid-year and year-end FAIR tesing analysis and results

Plan to Monitor Progress Toward G1. 8

Math Benchmark Assessments

Person Responsible
Nicole Julien

Schedule
Quarterly, from 7/31/2017 to 7/31/2018

Evidence of Completion
Mid-year and year-end Math Benchmark tesing analysis and results

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness. 1a

🔍 G090581

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Range of student abilities, lack of classroom/home based resources, and lack of parental involvement collectively obstruct the learning process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Instructors, Academic Coaches (Reading & Math), Americorps Teachers, classroom manipulatives, books, software that differentiates based on individual students' baseline data.

- Tutoring before and after school, faculty-wide professional development in multiple content areas via Professional Learning Communities (PLC's), and student recognition of achievement.

- Professional development opportunities, curriculum, instruction, funding, leadership, partners, environment, school culture, and volunteers

- Title I

- FTE/Operating

- SISC Meetings, Open Houses, Fall/Spring Parent Trainings, Annual Title I Meeting, Parent Liason

Plan to Monitor Progress Toward G2. 8

Diagnostic Testing, Year-End Assessment Results

Person Responsible
Erin Kurtz

Schedule
Biweekly, from 8/28/2017 to 1/25/2018

Evidence of Completion
FAIR results, EOC Practice Test Result, Teacher-generated pre-test and post-tests, Achieve 3000 & Study Island data, EDW reports

Plan to Monitor Progress Toward G2. `8`

Student Academic Achievement

> **Person Responsible**
> Eileen Turenne
>
> **Schedule**
> Annually, from 8/28/2017 to 6/1/2018
>
> *Evidence of Completion*
> Classroom Walkthroughs, Teachers' evaluation results, Progress Reports, Report Card & EDW Reports

Plan to Monitor Progress Toward G2. `8`

Student/Teacher Program Usage & Individual Program Reports

> **Person Responsible**
> Jacqueline Sonara
>
> **Schedule**
> Annually, from 8/21/2017 to 6/1/2018
>
> *Evidence of Completion*
> Recommendation Regarding Program Purchases

Plan to Monitor Progress Toward G2. `8`

Year-End Assessment Results

> **Person Responsible**
> Erin Kurtz
>
> **Schedule**
> Annually, from 8/21/2017 to 6/1/2018
>
> *Evidence of Completion*
> Tutorial Program Evaluation Report

Plan to Monitor Progress Toward G2. `8`

Transportation for Extended School Day Tutorial Program

> **Person Responsible**
> Eileen Turenne
>
> **Schedule**
> Annually, from 8/21/2017 to 6/1/2018
>
> *Evidence of Completion*
> Transportation evaluation for extended school days

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness. 1

🔍 G090580

G1.B3 In recent years, students have historically had standardized tests in reading that do not involve writing. 2

🔍 B242003

G1.B3.S1 Provide Academic Coaching which will focus on the CORE SIX strategies. The focus of the LLT PLC will be CORE SIX study. 4

🔍 S255046

Strategy Rationale

The strategies provided through this coaching will be applicable to literacy in both academic and academy-related studies.

Action Step 1 5

Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.

Person Responsible

Jacqueline Sonara

Schedule

Every 2 Months, from 8/14/2017 to 6/2/2018

Evidence of Completion

Coaching Schedule, PD Schedule, PD Agenda, PD Sign-In & Coach's Evaluation

Action Step 2 5

Purchase industry magazines and journals aligned with SouthTech's Career Academies and high interest books

Person Responsible

Steve Kozak

Schedule

Quarterly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Purchase orders, cancelled check, reimbursement request with support documentation

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Formal and informal observations of PD sessions/PLC Meetings and classroom implementation of strategies

Person Responsible

Eileen Turenne

Schedule

Every 6 Weeks, from 8/14/2017 to 6/2/2018

Evidence of Completion

PD/PLC Sign-In, PLC Agendas & Minutes, lesson plans showing CORE SIX implementation, and classroom walk throughs and observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Supplies and materials needed for each of the PLC groups

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 7/24/2017 to 6/29/2018

Evidence of Completion

Purchase orders, cancelled checks, reimbursement request with support documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Feedback from PLC

Person Responsible

Eileen Turenne

Schedule

Semiannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

PD surveys

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Track usage of PD materials

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 7/24/2017 to 6/21/2018

Evidence of Completion

Purchase orders, cancelled check, reimbursement request with support documentation

G1.B4 Student lack solid math foundation. 2

🔑 B242004

G1.B4.S1 Math Coach will work with teacher to build capacity in math instruction. 4

🔑 S255047

Strategy Rationale

With differentiated instruction, the math coach will facilitate the process of addressing specific student needs.

Action Step 1 5

Math Coach will analyze individual teacher data and provide guidance to math instructors.

Person Responsible

Nicole Julien

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coach's schedule, products from department meetings, lesson plans

Action Step 2 5

Math Coach will analyze individual student data and work with students individually and in small group settings

Person Responsible

Nicole Julien

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress Reports, Report Cards, EDW Reports, Performance Matters Reports, Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Teacher-Administered Benchmark Tests

> **Person Responsible**
>
> Kelly Lamerson
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Results and data analysis of benchmark tests

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

After school Math tutorial program

> **Person Responsible**
>
> Nicole Julien
>
> **Schedule**
>
> Weekly, from 10/4/2016 to 12/2/2016
>
> *Evidence of Completion*
>
> Lesson Plans, Student Sign-in Sheets, Teacher Time Cards, Pre & Post Assessment Data, EDW Reports and EOC Results

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Check trends in benchmark progress.

> **Person Responsible**
>
> Kelly Lamerson
>
> **Schedule**
>
> Every 2 Months, from 8/15/2016 to 6/2/2017
>
> *Evidence of Completion*
>
> Summary of trends in benchmark progress

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Monitoring of Coaches Support to Students/Teachers

Person Responsible

Kelly Lamerson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collect Student & Staff Sign-in Sheets, Copies of Presentations to Faculty, Copies of Parent Night Presentations Observation Notes & Meeting Notes

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness. 1

🔑 G090581

G2.B6 Range of student abilities, lack of classroom/home based resources, and lack of parental involvement collectively obstruct the learning process. 2

🔑 B242017

G2.B6.S1 Provide differentiated instruction. 4

🔑 S255068

Strategy Rationale

Differentiated instruction customizes instructional strategies.

Action Step 1 5

Provide access to online resources

Person Responsible

Erin Kurtz

Schedule

Annually, from 8/14/2017 to 6/2/2018

Evidence of Completion

Purchase order, receipts, reimbursement requests etc.

Action Step 2 5

Transportation for extended day services

Person Responsible

Eileen Turenne

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Student sign-in sheets, Purchase orders for Palm Tran Passes

Action Step 3 `5`

Purchase interactive software

Person Responsible

Eileen Turenne

Schedule

On 6/21/2018

Evidence of Completion

Reports generated by software vendors

Action Step 4 `5`

Purchase instructional materials

Person Responsible

Eileen Turenne

Schedule

Semiannually, from 7/25/2017 to 12/14/2018

Evidence of Completion

Purchase orders, receipts, and reimbursement requests

Action Step 5 `5`

Provide after school tutoring

Person Responsible

Jacqueline Sonara

Schedule

Quarterly, from 9/25/2017 to 5/31/2018

Evidence of Completion

Lesson plans, Pre & post tests, sign-in sheets(both the teacher and the student)

Action Step 6 `5`

Targeted Instruction (Intensive Reading & Intensive Math Teacher)

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/14/2017 to 6/21/2018

Evidence of Completion

Year-end academic assessments score; coaches schedule, teachers class roster, and lesson plans

Action Step 7 `5`

Americorps Teachers will be providing pull-out and push-in Tutorials during the school day

Person Responsible

Jacqueline Sonara

Schedule

On 6/22/2018

Evidence of Completion

Attendance, Lesson Plans, FSA and SAT/ACT Scores

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Student achievement, coaches schedule and services, will make sure that non-salary items are expended, bus services

Person Responsible

Eileen Turenne

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Formative and summative scores, coaches service records, reimbursement requests etc.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Classroom Walkthroughs

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Conference notes, checked lesson plans

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Contract with Shmoop and other online subscription

Person Responsible

Jacqueline Sonara

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plan, usage report, and reimbursement request

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Tutorial and Teachers' Schedule

Person Responsible

Eileen Turenne

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers' lesson plans, student rosters and reimbursement request

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Transportation Student Roster for Extended Day

Person Responsible

Nicole Julien

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Updated reports on students receiving transportation services

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Check Lesson Plans and Classroom Walkthroughs

Person Responsible

Eileen Turenne

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans with notes, Classroom Walkthrough Tool

Plan to Monitor Fidelity of Implementation of G2.B6.S1 `6`

Transportation Report for Extended School Days

Person Responsible

Nicole Julien

Schedule

Quarterly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Review of After school Transportation-student rosters for buses & Palm Tran pass sign-out sheet

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Formal and informal observation, EDW reports, student attendance, student grades

Person Responsible

Erin Kurtz

Schedule

Annually, from 9/18/2017 to 6/1/2018

Evidence of Completion

Data collected from EDW, student achievement, reimbursement request

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Year-end assessment scores

Person Responsible

Nicole Julien

Schedule

Annually, from 8/15/2017 to 6/2/2018

Evidence of Completion

Assessment scores (EOC & FSA), EDW Reports

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Review of usage and data report

Person Responsible

Erin Kurtz

Schedule

Quarterly, from 8/14/2017 to 6/2/2018

Evidence of Completion

Reflection and observation on the effectiveness of the program

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 `7`

Review of the targeted student's progress

Person Responsible

Erin Kurtz

Schedule

Quarterly, from 8/15/2017 to 6/2/2018

Evidence of Completion

Students' tutorial progress report and reimbursement request

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B4.S1.MA3 M352209	After school Math tutorial program	Julien, Nicole	10/4/2016	Lesson Plans, Student Sign-in Sheets, Teacher Time Cards, Pre & Post Assessment Data, EDW Reports and EOC Results	12/2/2016 weekly
G2.B6.S1.MA3 M352273	Contract with Shmoop and other online subscription	Sonara, Jacqueline	8/15/2016	Lesson plan, usage report, and reimbursement request	6/2/2017 monthly
G1.B4.S1.MA1 M352206	Check trends in benchmark progress.	Lamerson, Kelly	8/15/2016	Summary of trends in benchmark progress	6/2/2017 every-2-months
G2.B6.S1.MA11 M352276	Check Lesson Plans and Classroom Walkthroughs	Turenne, Eileen	8/15/2016	Lesson Plans with notes, Classroom Walkthrough Tool	6/2/2017 monthly
G1.B4.S1.MA4 M352207	Monitoring of Coaches Support to Students/Teachers	Lamerson, Kelly	8/15/2016	Collect Student & Staff Sign-in Sheets, Copies of Presentations to Faculty, Copies of Parent Night Presentations Observation Notes & Meeting Notes	6/2/2017 quarterly
G1.B4.S1.A2 A334442	Math Coach will analyze individual student data and work with students individually and in small...	Julien, Nicole	8/15/2016	Progress Reports, Report Cards, EDW Reports, Performance Matters Reports, Benchmark Assessments	6/2/2017 quarterly
G1.B4.S1.MA1 M352208	Teacher-Administered Benchmark Tests	Lamerson, Kelly	8/15/2016	Results and data analysis of benchmark tests	6/2/2017 monthly
G1.B4.S1.A1 A334441	Math Coach will analyze individual teacher data and provide guidance to math instructors.	Julien, Nicole	8/15/2016	Coach's schedule, products from department meetings, lesson plans	6/2/2017 monthly
G2.MA1 M352236	Diagnostic Testing, Year-End Assessment Results	Kurtz, Erin	8/28/2017	FAIR results, EOC Practice Test Result, Teacher-generated pre-test and post-tests, Achieve 3000 & Study Island data, EDW reports	1/25/2018 biweekly
G1.MA1 M352210	FAIR Testing results	Sonara, Jacqueline	9/29/2017	Mid-year and year-end FAIR tesing analysis and results	5/25/2018 quarterly
G2.B6.S1.A2 A334483	Transportation for extended day services	Turenne, Eileen	9/25/2017	Student sign-in sheets, Purchase orders for Palm Tran Passes	5/25/2018 weekly
G2.B6.S1.A5 A334486	Provide after school tutoring	Sonara, Jacqueline	9/25/2017	Lesson plans, Pre & post tests, sign-in sheets(both the teacher and the student)	5/31/2018 quarterly
G2.MA5 M352240	Transportation for Extended School Day Tutorial Program	Turenne, Eileen	8/21/2017	Transportation evaluation for extended school days	6/1/2018 annually
G2.B6.S1.MA1 M352271	Student achievement, coaches schedule and services, will make sure that non-salary items are...	Turenne, Eileen	8/14/2017	Formative and summative scores, coaches service records, reimbursement requests etc.	6/1/2018 annually
G1.B3.S1.MA1 M352202	Feedback from PLC	Turenne, Eileen	8/14/2017	PD surveys	6/1/2018 semiannually
G2.B6.S1.MA4 M352274	Tutorial and Teachers' Schedule	Turenne, Eileen	8/14/2017	Teachers' lesson plans, student rosters and reimbursement request	6/1/2018 quarterly
G2.MA4 M352239	Year-End Assessment Results	Kurtz, Erin	8/21/2017	Tutorial Program Evaluation Report	6/1/2018 annually
G2.MA3 M352238	Student/Teacher Program Usage & Individual Program Reports	Sonara, Jacqueline	8/21/2017	Recommendation Regarding Program Purchases	6/1/2018 annually
G2.MA2 M352237	Student Academic Achievement	Turenne, Eileen	8/28/2017	Classroom Walkthroughs, Teachers' evaluation results, Progress Reports, Report Card & EDW Reports	6/1/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B6.S1.MA5 M352275	Transportation Student Roster for Extended Day	Julien, Nicole	8/14/2017	Updated reports on students receiving transportation services	6/1/2018 quarterly
G2.B6.S1.MA2 M352272	Classroom Walkthroughs	Turenne, Eileen	8/21/2017	Conference notes, checked lesson plans	6/1/2018 quarterly
G2.B6.S1.MA1 M352267	Formal and informal observation, EDW reports, student attendance, student grades	Kurtz, Erin	9/18/2017	Data collected from EDW, student achievement, reimbursement request	6/1/2018 annually
G2.B6.S1.MA4 M352270	Review of the targeted student's progress	Kurtz, Erin	8/15/2017	Students' tutorial progress report and reimbursement request	6/2/2018 quarterly
G2.B6.S1.MA11 M352277	Transportation Report for Extended School Days	Julien, Nicole	8/14/2017	Review of After school Transportation-student rosters for buses & Palm Tran pass sign-out sheet	6/2/2018 quarterly
G2.B6.S1.MA2 M352268	Year-end assessment scores	Julien, Nicole	8/15/2017	Assessment scores (EOC & FSA), EDW Reports	6/2/2018 annually
G1.B3.S1.MA1 M352204	Formal and informal observations of PD sessions/PLC Meetings and classroom implementation of...	Turenne, Eileen	8/14/2017	PD/PLC Sign-In, PLC Agendas & Minutes, lesson plans showing CORE SIX implementation, and classroom walk throughs and observations	6/2/2018 every-6-weeks
G1.B3.S1.A2 A334440	Purchase industry magazines and journals aligned with SouthTech's Career Academies and high...	Kozak, Steve	8/14/2017	Purchase orders, cancelled check, reimbursement request with support documentation	6/2/2018 quarterly
G1.B3.S1.A1 A334439	Reading Coach will work with teachers to build instructional capacity in reading strategies across...	Sonara, Jacqueline	8/14/2017	Coaching Schedule, PD Schedule, PD Agenda, PD Sign-In & Coach's Evaluation	6/2/2018 every-2-months
G2.B6.S1.A1 A334482	Provide access to online resources	Kurtz, Erin	8/14/2017	Purchase order, receipts, reimbursement requests etc.	6/2/2018 annually
G2.B6.S1.MA3 M352269	Review of usage and data report	Kurtz, Erin	8/14/2017	Reflection and observation on the effectiveness of the program	6/2/2018 quarterly
G2.B6.S1.A6 A334487	Targeted Instruction (Intensive Reading & Intensive Math Teacher)	Turenne, Eileen	8/14/2017	Year-end academic assessments score; coaches schedule, teachers class roster, and lesson plans	6/21/2018 monthly
G1.B3.S1.MA4 M352203	Track usage of PD materials	Turenne, Eileen	7/24/2017	Purchase orders, cancelled check, reimbursement request with support documentation	6/21/2018 quarterly
G2.B6.S1.A3 A334484	Purchase interactive software	Turenne, Eileen	7/24/2017	Reports generated by software vendors	6/21/2018 one-time
G2.B6.S1.A7 A334488	Americorps Teachers will be providing pull-out and push-in Tutorials during the school day	Sonara, Jacqueline	8/21/2017	Attendance, Lesson Plans, FSA and SAT/ACT Scores	6/22/2018 one-time
G1.B3.S1.MA2 M352205	Supplies and materials needed for each of the PLC groups	Turenne, Eileen	7/24/2017	Purchase orders, cancelled checks, reimbursement request with support documentation	6/29/2018 quarterly
G1.MA2 M352211	Math Benchmark Assessments	Julien, Nicole	7/31/2017	Mid-year and year-end Math Benchmark tesing analysis and results	7/31/2018 quarterly
G2.B6.S1.A4 A334485	Purchase instructional materials	Turenne, Eileen	7/25/2017	Purchase orders, receipts, and reimbursement requests	12/14/2018 semiannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness.

G1.B3 In recent years, students have historically had standardized tests in reading that do not involve writing.

G1.B3.S1 Provide Academic Coaching which will focus on the CORE SIX strategies. The focus of the LLT PLC will be CORE SIX study.

PD Opportunity 1

Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.

Facilitator

Jacqueline Sonara & Eileen Turenne

Participants

Faculty

Schedule

Every 2 Months, from 8/14/2017 to 6/2/2018

G1.B4 Student lack solid math foundation.

G1.B4.S1 Math Coach will work with teacher to build capacity in math instruction.

PD Opportunity 1

Math Coach will analyze individual teacher data and provide guidance to math instructors.

Facilitator

Nicole Julien

Participants

Math Department

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness.

G2.B6 Range of student abilities, lack of classroom/home based resources, and lack of parental involvement collectively obstruct the learning process.

G2.B6.S1 Provide differentiated instruction.

PD Opportunity 1

Targeted Instruction (Intensive Reading & Intensive Math Teacher)

Facilitator

Academic Coaches

Participants

Instructional staff and students

Schedule

Monthly, from 8/14/2017 to 6/21/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure college and career readiness.

G2.B6 Range of student abilities, lack of classroom/home based resources, and lack of parental involvement collectively obstruct the learning process.

G2.B6.S1 Provide differentiated instruction.

TA Opportunity 1

Provide access to online resources

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Annually, from 8/14/2017 to 6/2/2018

VII. Budget

1	G1.B3.S1.A1	**Reading Coach will work with teachers to build instructional capacity in reading strategies across all content areas.**					**$0.00**
2	G1.B3.S1.A2	**Purchase industry magazines and journals aligned with SouthTech's Career Academies and high interest books**					**$0.00**
3	G1.B4.S1.A1	**Math Coach will analyze individual teacher data and provide guidance to math instructors.**					**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	6400	130-Other Certified Instructional Personnel	1571 - South Tech Academy	Title I, Part A	1.0	$0.00	
			Notes: Math Coach Salary & Benefits- Nicole Julien				
4	G1.B4.S1.A2	**Math Coach will analyze individual student data and work with students individually and in small group settings**					**$0.00**
5	G2.B6.S1.A1	**Provide access to online resources**					**$0.00**
6	G2.B6.S1.A2	**Transportation for extended day services**					**$0.00**
7	G2.B6.S1.A3	**Purchase interactive software**					**$0.00**
8	G2.B6.S1.A4	**Purchase instructional materials**					**$0.00**

9	G2.B6.S1.A5	Provide after school tutoring	$0.00
10	G2.B6.S1.A6	Targeted Instruction (Intensive Reading & Intensive Math Teacher)	$0.00
11	G2.B6.S1.A7	Americorps Teachers will be providing pull-out and push-in Tutorials during the school day	$0.00
		Total:	$0.00